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UNIVERSITY OF NORTHERN IOWA FACULTY SENATE
Agenda for Meeting of September 12, 2005
3:15 P.M. Great Reading Room, Seerley Hall

CALL TO ORDER

APPROVAL OF MINUTES

Minutes of the April 25, 2005 and April 27, 2005 meetings

ANNOUNCEMENTS

1. Call for Press Identification
2. Comments from Interim Provost Lubker
3. Comments from Faculty Chair, Sue Joslyn
4. Comments from Chair Bankston

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

885/795 Committee on Committees Report

NEW BUSINESS

Conversation with President Koob
Appointee to the Liberal Arts Core Committee
Appointee to Intercollegiate Academics Funds Committee
Faculty Chair

CONSIDERATION OF DOCKETED ITEMS

ADJOURNMENT

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 885

Docket Number _____

Title: Committee on Committees Report

Standard Motions

- ____ 1. Place at head of docket, out of regular order.
- ____ 2. Docket in regular order.
- ____ 3. Docket because of special circumstances for _____
And notify sender(s).
- ____ 4. Refer to (standing committee) _____
- ____ 5. Refer to (administrative officer) _____
- ____ 6. Refer to (ad hoc committee) _____
- ____ 7. Return to petitioner with request for a more specific proposal.
- ____ 8. Return to petitioner with request for additional information and documentation.
- ____ 9. Return to petitioner because of decision not to docket at this time.
- ____ 10. Other procedural disposition _____

NOTES

2005-2006 UNIVERSITY COMMITTEE MEMBERSHIPS

Submitted by the University Committee on Committees

Martha Reineke and Joe Wilson, Co-Chairs

The date after each name indicates expiration of the term. The number in parentheses indicates the term now being served. The following abbreviations for units and colleges are used: College of Education, ED; College of Humanities and Fine Arts, HFA; College of Natural Sciences, NS; College of Social and Behavioral Sciences, SBS; College of Business Administration, BA; Graduate College, GRAD; Library, L; Non-Voting Faculty, NV. One asterisk * indicates that elected members are limited to two consecutive terms; two asterisks ** indicates that the member is completing an unfinished term, and three asterisks *** indicates that elected members are limited to three consecutive terms.

Chairperson of the University Faculty (1 yr*): Sue Joslyn HPELS BA, 06 (1)

Chairperson of the Graduate Faculty (1 yr*): Eugene Wallingford, 06 (1)

UNIVERSITY FACULTY SENATE (3 yr*): Acts on behalf of the University Faculty on all policy and curricular matters. It meets second and fourth Mondays at 3:15 p.m. to deliberate issues and to chart the direction of the faculty.

Robert Hitlan, SBS, 07

Otto Maclin, SBS, 06 (1)

Michael Licari, SBS, 08 (1)

Laura Strauss, NS, 07 (1)

Steve O'Kane, NS, 06 (1)

Paul Gray, NS, 08 (1)

Maria Basom, HFA, 07 (1)

Pierre Mvuyekure, HFA, 07 (1)

Ronnie Bankston, HFA, 06 (1)

Jerome Soneson, HFA, 08 (1)

Cynthia Herndon, ED, 07 (2)

Denise Tallakson, ED, 07 (1)

Melissa Heston, ED, 06 (1)

David Christensen, ED 08 (1)

Atul Mitra BA, 06 (completing unfinished term)

Shashidhar Kaparathi BA, 08 (1)

Barbara Weeg, L, 07 (1)

Philip Patton, NV, 07 (1)

Donna Vinton, NV, 06 (1)

Ex-Officio: Sue Joslyn (Chair of the Faculty)

ELECTED FACULTY REPRESENTATION ON COMMITTEES REQUIRED TO REPORT TO THE FACULTY SENATE

COMMITTEE ON ADMISSION AND RETENTION (4 yr): Meets twice each semester to act on applications for readmission and advise concerning policies and proposed programs regarding admission and retention of undergraduate students.

Recayi Pecan, NS, 09 (2)

Carol Weisenberger, SBS, 07 (3)

David Hakes, BA, 08 (2)

Doug Koschmeder, (Registrar)

Kathy Peters, (Student Support Services)

Dennis Hendrickson, (Admissions)

Laura Terlip, HFA, 08 (1)
Carol Phillips, ED, 06 (2)

Susan Koch, (Academic Affairs)
Chris Bowser, (Financial Aid)
JoAnn Anderson, (EOP)
Michael Broshears, (Advising)

COMMITTEE ON COMMITTEES (3 yr*): Presents nominations and conducts elections for University Faculty at-large positions for various university-wide committees. Coordinates college elections for university-wide committees. Meets once each semester. Library representative is always for a one year term and is always the chair of the Library Faculty Nominations and Elections Committee.

Imam Alam, BA, 06 (1)
Wynne Wright, SBS, 07 (1)
Joe Wilson, ED, 07 (1)
Doug Hotek, NS, 07 (2)
Not selected HFA, 08 (1)

Barbara Weeg, L, 06 (1)
At Large:
Fred Besthorn, SBS, 07 (1)
Martha Reineke, HFA, 06 (1)

COMMITTEE ON CURRICULA (3 yr): Reviews undergraduate college curriculum proposals and recommends to the University Senate changes in existing undergraduate curricula. Meets Wednesdays, 3:00-5:00, fall semester odd years, and on call.

Shashi Kaparathi, BA, 06 (2)
Sherry Gable, ED, 06 (2)
Sonia Yetter, HFA, 07 (2)
May Boes, SBS, 07 (3)
Mark Fienup, NS 08 (4)
Mohammed Fahmy, GRAD, 08 (5)

At Large:
April Chatham-Carpenter, HFA, 06 (3)
Gerri Perreault ED, 08 (1)
Ex Officio:
Susan Koch, (Academic Affairs)
Merrie Schroeder, (Director, Teacher Education)
Philip Patton, (Registrar)
Katherine Martin, (Library, Head of Collection Management)

EDUCATIONAL POLICIES COMMISSION (3 yr*): Researches and reports to Senate issues and implications of broad curricular and educational policies. Meets annually and on call.

Martha Reineke, HFA, 06 (1)
Li Jian, SBS, 06 (1)
Diane Depken, ED, 07 (1)
Shahina Amin, BA, 07 (2)
J. Ben Schafer, NS, 08 (1)
Tom Kessler, L, 06 (1)

At Large:
Cathy DeSoto, SBS, 07 (1)
3 students
Ex Officio:
Susan Koch, (Academic Affairs)
Philip Patton, (Registrar)

LIBERAL ARTS CORE COMMITTEE (3 yr*): Oversee the university Liberal Arts Core, conduct reviews of the program, and initiate or receive proposals from colleges for changes in the Liberal Arts Core program. Meets several times each semester depending on business.

Ken Baughman, HFA, 06 (1)
Siobahn Morgan, NS, 06 (1)

Senate Appointment:
C. Clifford Chancey, NS 05 (1)

Michael Shott, SBS, 07 (1)
Alan Asher, L, 06 (1)
Gerald (Jerry) Smith, BA, 07 (2)
Nadine Davidson, ED, 08 (2)

1 student
Ex Officio:
Beverly Kopper, (Academic Affairs)
Reginald Green, (Advising)
Philip Patton, (Registrar)

STUDENT ACADEMIC APPEALS BOARD (3 yr*): Responds to student academic appeals according to procedures outlined for the redress of student grievances in the University Policies and Procedures Manual. All members must be tenured.

Mary Bozik, HFA, 06 (1)
Wallace Hettle, SBS, 06 (2)
Shoshanna Koon, NS, 07 (1)
Greg Reed, ED, 07 (2)
Donna Wood, BA, 08 (2)

4 students

Ex Officio:
Susan Koch, (Academic Affairs)

ADVISORY & LIAISON COMMITTEE TO THE DEPARTMENT OF MILITARY SCIENCE (3 yr*): Advises the UNI administrative officer responsible for the ROTC activities and programs on campus. Members are elected at-large from university faculty or appointed by the Senate or the Provost. All members must be in the bargaining unit. Meets once a month.

At Large:
Janet Drake, NS, 06 (2)
Gerald Peterson, library, (1)
Senate Appointed:
Jonathan Schwabe, HFA, 05 (1)
Cate Palczewski, HFA, 06 (1)

Administration Appointed:
Ken Atkinson, HFA, 07 (1)
07

2 students

INTERCOLLEGIATE ATHLETICS ADVISORY COUNCIL (3 yr*): Serves in an advisory capacity to the intercollegiate athletic program. Meets first Monday each month at 3:15 p.m.

Steve Taft, HFA, 07 (1)

Konrad Sadkowski, SBS, 08 (2)
Jim Kelly, ED, 07
Steve Wartick, BA, 08 (2)
Ed Rathnell, NS, 08 (1)
David Marchesani, NV, 07 (1)

1 administrative appointment

2 community representatives
2 students
2 P&S staff
Ex officio:
Anne Woodrick, (NCAA representative)
Philip Patton, (Registrar)
Christopher Edginton, (HPELS)
Rick Hartzell, (Athletic Director)

FACULTY STRATEGIC PLANNING COMMITTEE (3 yr*): Collects and generates proposals for revision of the Strategic Plan from the faculty; drafts responses to proposed revisions to the Strategic Plan. The proposals and responses generated by this committee would be forwarded to the Faculty Senate for consideration by that body.

Kate Martin, L, 07 (2)
Lauren Nelson, HFA, 06 (1)

Al Hays, SBS, 08 (1)
Nilmani Pramanik, NS, 08 (1)

Mohammed Rawwas, BA, 08 (1)

Gayle Pohl, GRAD, 06 (1)
Tony Gabriele, ED, 06 (1)

Senate Appointment:
Laura Terlip, HFA, 05 (1)

ADVISORY COMMITTEE FOR THE CENTER FOR THE ENHANCEMENT OF TEACHING (3 yr*): Oversees and provides direction for the activities of the Center for the Enhancement of Teaching. Meets each semester or as required.

Dianna Briggs, BA, 07 (1)
Jerilynn Marshall, L, 07 (1)
Melissa Heston, ED, 08 (2)
Linda Walsh, SBS, 08 (1)
Bill Williamson, HFA, 06 (1)

Larry Leutzinger, NS, 06 (2)
Senate Appointment:
Jerilyn Marshall, L, 07 (1)
Ex Officio:
Susan Koch, (Academic Affairs)

UNIVERSITY FACULTY SENATE BUDGET COMMITTEE (2 yr): Develops University Faculty Senate positions on university budget issues. Chair of the Library Faculty Budget Committee serves a one year term as representative from the Library.

Peter Goulet, BA, 06 (1)
Jeffrey Weld, NS, 07 (2)
Nancy Hamilton, ED, 07 (2)
Fred Fryman, SBS, 06 (3)

Jesse Swan HFA, 07
Lucille Lettow, L, 06
Senate Appointed:

UNIVERSITY WRITING COMMITTEE (3 yr*): Reports as needed (and at least yearly) to the Senate on matters relating to writing requirements, writing intensive courses, and interdisciplinary writing initiatives.

Deb Deemer, ED, 08 (1)
Tom Hockey, NS, 08 (1)
Kyle Kostelcky, SBS, 06 (1)
Susan Hill, HFA, 07 (2)
Ken McCormick, BA, 06 (1)

Ex Officio:
Karen Tracey, Chair of Writing Program
Academic Achievement Writing Program
LAC
UNISA
Barbara Allen, Library, 07
Provost Office

**ELECTED FACULTY REPRESENTATION ON COMMITTEES
NOT REQUIRED TO REPORT TO THE FACULTY SENATE**

AWARDS COMPETITION COORDINATING COMMITTEE (4 yr*): Reviews faculty and student applications for awards that require university (e.g. the president's) nomination. The Committee is made up of five elected members, one from each college. Additional members may be appointed by the Dean of the Graduate College to aid in the consideration of candidates for awards.

Karen Mitchell, HFA, 08 (1)

Laura Stauss, NS, 09 (2)

Atul Mitra, BA, 08 (2)

Rowena Tan, SBS, 06(2)

Sherry Gable, ED, 06 (2)

Sue Joslyn , (Graduate)

PROFESSIONAL DEVELOPMENT ASSIGNMENT COMMITTEE (3 yr*):

Recommends recipients of professional development assignments. Meets annually or on call.

Kent Sandstrom , SBS, 06 (1)

Philip East, NS, 08 (1)

Siegrun Wildner, HFA, 06(2)

Suzanne Freedman, ED, 08 (1)

David Hakes, BA, 07 (2)

Ex Officio:

David Walker, (Grad)

HONORARY DEGREES COMMITTEE (3 yr): Solicits suggestions for recipients of honorary degrees to recommend to the President of the University.

Anne Woodrick , 07 (1)

Lisa Jepsen, BA, 07 (2)

John Fecik , NS, 07 (1)

Mick Mack, ED, 06 (1)

Joyce Milambiling, HFA, 08 (2)

Susan Koch, (Grad)

Patricia Geadelmann, (Dir. of Gov't
Relations)

Susan Koch, (Academic Affairs)

GRADUATE COUNCIL (2 yr***): Meets second and fourth Thursdays at 3:30 p.m. Acts on behalf of the Graduate Faculty on all graduate policy and curricular matters. The Council advises the Dean of the Graduate College and is responsible to the Graduate Faculty. No more than one member from any one department.

Lauren Nelson, HFA, 07 (2)

Gayle Pohl, HFA, 06

James Jurgenson, NS, 06 (1)

Mike Prophet, NS, 08 (1)

Frank Thompson, BA, 07 (2)

K. Rajendran, BA, 06 (3)

Sue Joslyn, ED, 07 (2)

Susan Etscheidt, ED, 06 (1)

Kimberly MacLin, SBS, 06 (2)

Susan Moore, L, 06 (1)

Syed Kirmani (Graduate Faculty Chair)

Ex Officio:

Susan Koch, (Graduate)

Jackie McGlynn, (Graduate)

David Walker, (Graduate)

Garrett Bozylinsky, (Information
Technology)

GRADUATE CURRICULUM COMMITTEE (3 yr): Study and approve or disapprove all graduate curriculum proposals (courses, degrees, and programs). Must be graduate faculty and college representatives are elected by that college's graduate faculty.

Samuel Gladden, HFA, 06 (1)
Atul Mitra, BA, 07 (2)
Dennis Dahms SBS, 08 (1)

Donna Schumacher-Douglas, ED, 06 (1)
Jean Gerrath, NS, 08 (1)
Chris Neuhaus, Library, 08
2 appointed by Grad Council:

COUNCIL ON TEACHER EDUCATION (3 yr*): Acts on behalf of the Teacher Education Faculty on policy and curricular matters related to teacher education. Must be members of Teacher Education Faculty. Elections conducted by the Council, with only Teacher Education Faculty eligible to vote.

Secondary

Diana Briggs, BA, 08 (2)

John Swope, HFA, 06(1)

Catherine Miller, NS, 07 (1)

Tom Connors, SBS, 07 (1)

Ed Leadership, Counseling/Post Second James Stichter, 08 (1)

Professional Education Sequence: Rob Boody, 06 (1)

Elementary Ed.: Rick Traw 08 (1)

Middle Level Ed: Donna Shoemaker-Douglas, 07 (2)

Early Childhood: Linda Fitzgerald, 06 (2)

Special Education: Becky Hawbaker, 07 (2)

Clinical Experiences: Kim Miller 08 (1)

Special Areas: Michelle Swanson, 08 (1)

Two undergraduate student

(One Early childhood/elementary; one middle/high school)

One graduate student

Two practitioners

(One Early childhood/elementary; one middle/high school)

Ex-Officio:

Cherin Lee (Teacher Ed. Fac. Chr)

Merrie Schroeder, (Director Teacher Ed. or designee.)

Cathy Humke, (Representative of Registrar)

Director of Assessment – Barry Wilson

Director of Field Experience/Community College Relations – Roger Kueter

Representative of Academic Affairs (to be appointed)

Chairperson of the Teacher Education Faculty (2 yr*): Cherin Lee, NS, 07 (2)

Liberal Arts Core Program Management: WORKING DRAFT

September 2, 2005

The overall principles that guide the Liberal Arts Core (LAC) Committee's work include a commitment to enhancing the LAC and ensuring quality and academic excellence within the Core. These principles are based upon the belief that the LAC forms the foundation for the University's undergraduate programs as reflected in the University's mission statement to provide a personalized learning environment that is founded on a strong liberal arts curriculum. In honoring this commitment, the LAC Committee has an on-going dialogue regarding critical issues facing the LAC and what can be done to improve the quality of the Core. The LAC Committee has discussed many issues related to the overall management of the Core and is seeking the University Faculty Senate's involvement in this dialogue. Thus, the Committee formulated this working draft as a means of facilitating our discussion.

Introduction

The term "program management" refers to management activities and structures intended to insure that a program performs effectively in pursuit of its goals. The Liberal Arts Core (LAC) is currently managed through two mechanisms:

The Liberal Arts Core Committee (LACC) serves as the means by which the UNI faculty discharges its management responsibilities, primarily with regard to the curriculum. In addition to reviewing proposed curricular and other changes on an ongoing basis, the LACC conducts periodic "category reviews," these being the primary means by which the adequacy of the program's curriculum is assessed.

On the administrative side, the Liberal Arts Core is managed by the LAC Coordinator, acting on behalf of the provost, and by college deans and department heads. Among other things, these people schedule LAC courses, make teaching assignments, and monitor instructional performance.

There are reasons to believe that the existing management structures and efforts are insufficient. Most strikingly, recent experience with the Capstone course disclosed substantial faculty and student dissatisfaction with a course that should have been one of the program's highlights. Though this dissatisfaction was acknowledged during the relevant category review process, it should have been highlighted and addressed much earlier. In addition, faculty and students, in informal discussions about other LAC courses, often cite instances of poor teaching, inconsistent course content across sections, and undisciplined grading practices. The severity and extent of these problems are not known, but they suggest the need for a reassessment of existing program management practices.

The need for such a reassessment is also supported by the following considerations: First, category reviews, being conducted on a six-year cycle, are not frequent enough or sufficiently "close to the ground" to effectively monitor classroom delivery of the program. Second, college deans, department heads, and faculty are understandably more likely to focus on their own programs at the expense of the LAC. It is not unreasonable to expect that

some faculty and administrators, perhaps many, are not giving this program the attention it deserves. Accordingly, it is argued, there is a need to review and possibly revise the LAC's existing program management structures and practices. In doing so, it is important to recognize that needed changes may or may not create new responsibilities for the LACC. Nonetheless, the LACC can and should take the initiative in promoting change.

LACC Program Management Initiatives

Some program management activities clearly fall within the purview of the LACC's existing authority. The following initiatives seem to be the most promising of this kind.

Facilitation of Category Reviews. Periodic category reviews will continue to be part of the LAC's program management structure. The value of this component can be increased if related data collection tasks are made less burdensome for category review teams, so they can devote more of their efforts to analyzing and evaluating category/course objectives and performance. Thus, the LACC should establish routine data collection mechanisms that accumulate information needed for category reviews on an ongoing basis, making this data available to review teams as they are formed. The LACC should also develop a set of frequently used, user-friendly tools—for instance, procedures for doing on-line surveys—that review teams can access and employ, thereby easing the learning curve team members must currently go through.

Faculty Coordinating Committees. One mechanism used in the past to insure the consistency of content and quality of teaching in LAC courses is the faculty coordinating committee. Established for particular categories and/or courses, some of these committees are active and effective; others are not. The LACC should develop means of maintaining these committees, establishing new ones where needed, and making them an integral part of our program management efforts. During the spring of 2005, the LACC approved a proposal serving this end. Implementation will begin in the fall of 2005.

Student Outcomes Assessment (SOA). Outcomes assessment is a relatively recent addition to the LACC's responsibilities. Though undertaken, in part, in response to accreditor and other outside demands, SOA can be used for program management purposes. It is expected that, working with category review teams and faculty coordinating committees, the LACC will continue to implement and refine a comprehensive outcomes assessment program for the Liberal Arts Core. Over time, we will learn the ways in which SOA data can and cannot be used to manage this program.

Course Selection. Some of the LAC's program and category objectives can be achieved through a variety of course offerings; the new Capstone requirement is the obvious example. The LACC has encouraged faculty to propose and teach innovative courses that meet program needs. As the level of this activity increases, the LACC may find that it has an opportunity to improve program quality by making greater use

of courses and instructors that are effective and well-received by students, while reducing course offerings that are not as effective.

Other Program Management Issues

In addition to the foregoing, the following are significant issues that might be addressed as part of an LAC program management initiative. However, owing to their content and potential for controversy, before the LACC pursues any of these, it should seek the advice and support of the UNI Faculty Senate.

Student Feedback Mechanisms. To know if there are problems with LAC courses, we must create means by which students can provide feedback on their experiences. Lacking access to the results of student evaluations, we should develop other means of identifying their concerns about LAC courses. At a minimum, we should provide a convenient and secure channel by which students who are unhappy with a course—say, an instructor routinely cancels classes—can communicate their dissatisfaction. It should go without saying that any information received by such means cannot be assumed to be valid.

Grading Practices and Standards. At one time in the past, the LACC routinely received information on student grades for each section of each LAC course. The LACC should consider reinstating this practice, using the information to monitor both the levels and within-section variances of grades. The LACC could also develop recommended standards regarding mean GPAs and grade distributions for classes. Publication of such might have a considerable effect on faculty who grade too leniently or who don't adequately discriminate between high and low performers.

Content Consistency Across Sections. Though some LAC courses benefit from cross-section diversity of content, in most cases, consistency of content is needed so students in different sections get, roughly, the same course. Inconsistency has been a serious problem in some courses, notably "Environment, Technology, and Society." A major objection students raised against our previous Capstone requirement was that the "same" course was so different when taught by different instructors. Other LAC courses—notably the Humanities sequence—teach "core knowledge," what we want all UNI graduates to know. Faculty in such courses may collectively devise lists of required topics and acceptable readings, to insure that students in all sections are exposed to the designated core knowledge. Here the need to maintain content consistency is even greater. We should insure that there is an appropriate level of content consistency across sections of LAC courses, through the efforts of faculty coordinating committees or by establishing new mechanisms, if necessary.

Quality of Teaching. The Liberal Arts Core can have a state-of-the-art curriculum, be taught with small class sizes in modern facilities, be taught to motivated, intelligent students, and yet fail on account of poor teaching. Thus, program management structures must insure that all instructors in LAC courses give their best efforts—that, for instance, faculty don't "blow off" LAC teaching assignments. Steps should also be

taken to insure that only qualified instructors—good teachers who are knowledgeable in the relevant field—are hired for adjunct and term teaching roles.

Instructor Review Procedure. Realistically, efforts to improve grading practices, to raise the quality of teaching, and to increase consistency of content across sections will have a limited effect unless they are backed up by sanctions. Instructors who persist in undesirable practices must face the threat of negative consequences. We should develop a procedure for reviewing the performance of instructors who have been found to consistently fall short of reasonable standards. Such a procedure would rely heavily on existing administrative structures (e.g., faculty performance reviews and consultations by deans and department heads), and would be designed in light of pertinent union contract provisions. Plausible procedures might culminate in non-complying instructors being disqualified from LAC teaching assignments. Presumably this mechanism would only be employed in the most extreme cases. However, its mere existence might motivate some instructors to improve their performance.

Staffing. There is considerable evidence that LAC courses have not always received appropriate staffing consideration from deans and department heads. (See, for instance, Item #2 on the Category Review Summary for Communication Essentials that will soon be submitted by the LACC to the Faculty Senate.) Too often, full-time faculty are assigned to teach departmental courses, while term and adjunct instructors are used to teach LAC sections. This has happened even with faculty hires/lines that were specifically intended to provide coverage of LAC courses. The LACC and Faculty Senate, acting on behalf of the UNI faculty, should reaffirm the importance of this program by negotiating with administrators and monitoring teaching assignments to insure that an appropriate percentage of LAC sections are taught by full-time tenured and tenure-track faculty.

LAC Teaching Awards. With every stick there should be a carrot. UNI has awards that recognize various efforts and accomplishments, including the Outstanding Graduate Faculty Teaching Award for teaching in its graduate programs. Colleges and departments do the same. The university should establish an award for high-quality teaching in the Liberal Arts Core. Mechanisms for identifying candidates and selecting recipients can be devised. Such an award would motivate LAC faculty and provide recognition for the many outstanding efforts that faculty routinely make in these courses.

Whichever of these program management initiatives are pursued, assuredly their implementation will be a gradual process, extending over several years. Thus, we anticipate that program management, as a whole, will continue to be a primary concern of the LACC for the foreseeable future.